



SERVICE QUALITY CONTROL IN THE DEVELOPMENT OF LANGUAGE LEARNING

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Abstract:

This study aims to analyze Service Quality Control in the Development of Arabic Language Learning in the Excellent Language of the Zaid bin Tsabit Region. The research approach used is a qualitative descriptive approach with a case study type. Data collection techniques were carried out through interviews, observation, and documentation. Data analysis was carried out in stages, starting from data collection, data presentation, data reduction, and drawing conclusions. The results of the study show that Service Quality Control in the Development of Arabic Language Learning in the Excellent Language of the Zaid bin Thabit Region implements several things, including; 1) Teacher Quality. 2) Learning Materials. 3) Teaching Methods. 4) Learning Environment. 5) Learning Evaluation. By paying attention to these matters, service quality control in the development of Arabic language learning in the Excellent Language of the Zaid bin Thabit Region can be guaranteed so that students can obtain quality and adequate learning.

Keywords: *Quality Control, Quality Management, Learning Arabic*

INTRODUCTION

Humans and education are two things that are very related, education is a process that is always experienced by every human being to develop all the potential that exists within the individual (Fitriya and Kurnia 2020 ; Kurniawati 2022) . Lack of public awareness of the importance of education is a challenge for an institution to create a knowledgeable and knowledgeable society both in religious knowledge and general science (Ladaria, Lumintang, and Paat 2020 ; Sabil and Diantoro 2021) . Whether we realize it or not, one of the factors that makes students able to develop their knowledge of Arabic and be able to communicate in Arabic is the existence of an institution that has quality control or what is commonly called good *Quality Control* .

In line with the challenges of global life, education is very important because education is one of the determinants of the quality of human resources. Where the superiority of a nation is no longer marked by the abundance of natural wealth, but by the superiority of its human resources (HR). Where the quality of human resources is very positively related to the quality of education. The quality of education proves that a condition with good conditions fulfills the requirements and all the components that must be contained in education (Syahri et al. 2022 ; Turmidzi 2021) .

Planning in the world of education is certainly very important to do to prepare how a learning process will be used later according to the situation and conditions in the class. Planning is made to reinforce the line towards achieving a goal in education (Aminuddin and Kamaliah 2022 ; Ngadi, Posangi, and Anwar 2020) . As the world of education develops from time to time, the quality or quality of education itself must also be improved. Improving quality or quality itself is a policy which is of course dynamic and sustainable going forward (Arviansyah and Shagena 2022 ; Saputro and Hadi 2022) .

The development of Arabic in Indonesia began when Islam entered Indonesia. Starting with Arabic as the language of worship, and Muslims worship by reading Arabic, the development of Arabic begins with learning to read the Qur'an. From here, learn Arabic to understand religious texts, then use this language as a medium of communication to be taught in various educational institutions from classical to modern (Munief, Kamila, and Firman 2021 ; Aprizal 2021) . Islamic Education Institutions have various objectives, one of which is to teach Islamic values through systemic education. Of the many Islamic values and lessons, the subjects and abilities of students related to Arabic are very important. This is because the Al-Qur'an and Hadith, which are sources of reference for Islam, descended and reached Arabic (Saragih et al., 2022) .

The development of the Arabic language that is currently being felt is especially the Excellent Language of the Zaid bin Thabit Region is good enough, but in terms of practice or daily practice it is still limited to mastering the ability to read, understand and translate yellow books in Arabic. And there is no internal implementation yet daily conversation, which can cultivate the development of the Arabic language through daily practice. Service quality control in the development of Arabic in the Excellent Language of the Zaid bin Thabit Region, in his review, consists of several main elements, namely student elements, material, ability elements and delivery methods used to convey material to students and other supporting factors. In an effort to service quality control of the Arabic language in the Excellent Language of the Zaid bin Tsabit Region, there is a need for strategies and renewal of learning, namely basic efforts to improve aspects in practice.

The problems faced in teaching are currently being felt, especially in the Excellent Language of the Zaid bin Thabit Region are as follows: 1) Resources are increasingly limited and existing resources have not been utilized effectively and efficiently, 2) The learning system is still weak and learning objectives are still unclear, the curriculum is not appropriate, relevant, the atmosphere is not yet attractive and so on, 3) Managers of teaching that have not blossomed and are stable and are not yet sensitive to changes and demands of conditions, both present and future, 4) The concept of learning and its interpretation in practice is still vague and not yet solid.

From the various problems above, steps must be taken to overcome them as an effort to improve the quality of learning Arabic language education. In teaching and learning activities there are at least two things that contribute to determining success, namely the arrangement of the teaching and learning process, and the learning itself, both of which are interdependent on one another. The ability to organize a good teaching and learning process will create situations that allow learning. So that is the starting point of successful learning. The teaching and learning process is a series of learning objectives, setting the use of free time, setting space, and learning equipment in class and so on.

From Desrani and Zamani's research (2021) 4 basics in developing an Arabic learning curriculum 1) preparation of learning objectives must be adapted to the circumstances of students and socialized to parents to work together to achieve these goals. 2) the content or content of the material is designed in such a way as to get students to direct them to higher-order thinking skills. 3) during the learning process the teacher is required to be as creative as possible to guide learning using appropriate methods and media is very influential. 4) evaluation is strongly recommended project-based to avoid the possibility of students cheating one another. Hasan and Baroroh Research (2019) the success of the learning process is largely determined by the teacher factor. The teacher's task is to convey subject matter to students through communication interactions in the learning process that they do. The success of the teacher in conveying the material is very dependent on the smooth interaction between the teacher and his students. Makruf and Anisatul Barokah Research (2020) the results of this research show that; the teachers apply a variety of learning activities that are varied for each maharah even though the intensity and variety are different. The results of this study contributed to understanding and opening the horizons of

thinking for teachers that this new curriculum is no longer a rigid curriculum, therefore teachers as curriculum users must be innovative and flexible. Tamaji Research (2020) In this article the author provides an explanation that language is a limitless medium that carries everything capable of being contained in the field of human understanding.

From some of the results of previous studies only discussed Arabic language learning strategies. Based on the results of previous research above, the authors deem it necessary to further deepen service quality control for the development of Arabic learning, especially in the excellent language area of Zaid bin Tsabit. Therefore this research focuses on analyzing how service quality control is in the development of learning Arabic in the excellent language area of Zaid bin Tsabit.

RESEARCH METHODS

Research Approach The research used is a qualitative descriptive approach conducted in the excellent language area of Zaid bin Tsabit . Research subjects include regional heads, administrators, teaching teachers and the curriculum section . Data collection used using interviews, observation and documentation. Interview is a data collection technique to obtain information extracted from data sources directly through conversation or question and answer. Interviews are used as a data collection technique when the researcher wants to conduct a preliminary study to find problems that must be studied, but also when the researcher wants to know things from respondents in more depth.

Observations or observations made in this study are participant observations, where the author wants to know whether without his presence the subjects behave the same or become different and so on. Participating observers are basically observing and listening carefully. Based on the results above, as an observer the initial stage of observation is still the stage of understanding the situation to make it easier to adjust to the hostel. At this stage it is mostly used to get to know the Head of the Region and the regional administrators , the most important thing is to tell the true purpose. After this stage, researchers believe they will feel like blending in with the dormitory environment. Participating observation or this observation is carried out by observing the regional head's work activities that take place in the dormitory, and the researcher will prepare an observation sheet.

Documents constitute records of past events which can be in the form of writing, drawings, or monumental (historical) works from someone (Rozhania et al. , 2021) suggests that through documentation, researchers study notes regarding the personal data of the respondent. Documentation study, namely conducting an assessment of documents that are considered to support research results. The observation used is the intended unstructured observation, the observation is carried out without using an observation *guide*. The researcher hereby made frank observations, that is, when collecting data, the researcher stated frankly to the data source that he was conducting research (Harwindito et al., 2022) .

The data in this study is divided into two parts, namely primary data and secondary data. Data analysis used Miles and Huberman's interactive analysis model which cover; 1) data reduction, namely by analyzing data collection and making reflective notes related to the data obtained; 2) data presentation is done by presenting data in an informative manner; and 3) drawing conclusions and verification, namely by interpreting the data which can be in the form of descriptions or descriptions of research results (Siskayanti & Chastanti, 2022) . The reduced data provides a sharper picture of the observations and makes it easier for researchers to look for them at any time. Presentation of data is a collection of information that has been arranged which gives the possibility of drawing conclusions and taking action. Drawing conclusions is the final step in data analysis.

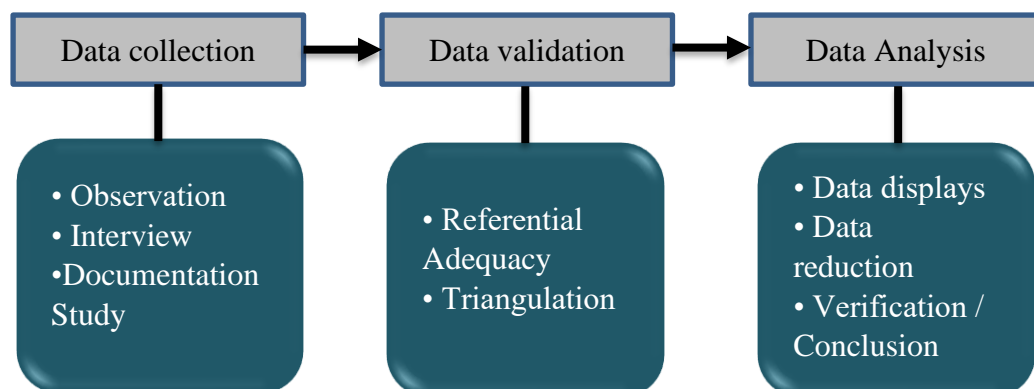


Diagram 1. Research Procedure

RESULTS AND DISCUSSION

Learning Quality Improvement

One of the efforts to improve the quality of Arabic learning standards in the Excellent Language of the Zaid bin Tsabit Region is to improve the quality of teachers through increasing understanding of learning concepts, and increasing language competence possessed by teachers (Rosyidi, 2014) . In order for the teaching and learning process to run well and as expected, a teacher must have certain qualifications as a professional requirement, so as to improve the quality standards of learning Arabic. Thus a teacher must have functional competence, knowledge, and skills.

From the results of interviews with regional heads, the quality of Arabic language teachers plays an important role in improving the Excellent Language of the Zaid bin Thabit Region . Therefore, at the beginning of teacher recruitment, a very strict selection was held and they had to meet the required qualifications. Excellent Language Zaid bin Thabit Region recruits Arabic language teachers through four stages: 1) Carry out a thorough recruitment preparation process, starting with forming a team/group, establishing teacher qualification standards that must be met by prospective administrators and selection procedures, 2) announcing to students or alumni, 3) conduct selection, 4) assign teachers through SK.

As for programs to improve the quality of the teaching board (Arabic) in the Excellent Language of the Zaid bin Thabit Region . always carried out periodically and carried out continuously. There are several steps taken:

First, carry out training activities, workshops, orientations, seminars or training on education which include curriculum improvement, improvement of learning and evaluation methodologies, education administration training and quality improvement, sending ustadz to scientific meetings held by the Ministry of Religion or other educational institutions other.

Second, the Regional Head always gives directions and motivates the management at every coordination meeting that is held every selapanan (every 35 days). *Third* , monitoring and evaluating the implementation of the duties of administrators and assistants, both supervising the implementation of teaching duties and supervising the level of discipline of the teachers. All of these trainings are focused on improving abilities related to intellectual abilities, attitudes, respecting dedication and improving teaching skills, the last is providing facilities to teachers and education staff.

Learning materials

Planning In this case according to Kemp (1977: 44) quoted by (Hamid et al., 2019) learning material is a combination of knowledge (facts and detailed information),

skills (steps, procedures, circumstances, and requirements)) and attitude factors. Kemp distinguished knowledge, skills, and attitude. Thus, Arabic teaching materials are Arabic subject matter which is a combination of knowledge, skills, and attitude factors, which are arranged systematically so that teachers and students can use them in the process of learning Arabic.

While the importance of teaching materials in the teaching and learning process is certainly very important. Teaching materials occupy an important position in the learning process for both teachers and students. From the results of interviews with the administrators of the Excellent Language Region Zaid bin Thabit , teachers will experience difficulties in increasing the effectiveness of learning without teaching materials. Likewise with students, without teaching materials they will encounter obstacles to adjusting to learning, especially if the teacher conveys and presents material quickly and unclearly. Students can lose direction and traces, so they are unable to digest and retrace what has been taught by the teacher. Therefore, teaching materials are materials that can be used and utilized by teachers and students as an effort to improve and improve the quality of learning.

Components of Arabic Teaching Materials used in the Excellent Language of the Zaid bin Thabit Region, namely; 1) Al-Muz'am, a dictionary that contains the vocabulary contained in the main book of Arabic lessons and explains its meaning, either in Indonesian (muz'am tsunaiyah al-lugah), Arabic (muz'am uhadiyah al-lugah) or with pictures (muz'am mushawwar) . 2) Kitab al-Tamarin al-Tahririyah, a written exercise book commonly called the LKS (Student Work Sheet), or some mention it with kurrasah al-thullab. 3) Kitab al-Tamarin al-Shautiyah, enough training material to develop and deepen al-nutq. 4) Pole al-Muthala'ah al-Mutadarriyah, enriching Mufrodat and tarakib. 5) Kitab al-Ikhtibarat, a collection of questions that can measure students' Arabic language skills. 6) Mursyid al-Mua'llim, Guidelines that explain the use of textbooks which include learning methods or techniques, learning media, and evaluation techniques, also contain answer keys to exercises in the main book.

Teaching Method

In teaching language, especially teaching Arabic, it requires the responsiveness of students during the learning process. As well as the methods applied by an educator must be in accordance with the situation and conditions of the abilities of students (Supriadi et al., 2020) . The purpose of teaching Arabic in the Excellent Language of the Zaid bin Thabit Region is to determine the approaches, methods and techniques for teaching that language. In other words, approaches, methods and techniques have a very close relationship with the goals of language teaching. Therefore, the purpose of teaching a language must be formulated in such a way that the direction to be aimed is right on target (Baharudin, 2018) .

The steps in designing Arabic teaching methods carried out in the Excellent Language of the Zaid bin Thabit Region are choosing learning activities. Following are some methods of teaching Arabic that can be used in the Excellent Language of the Zaid bin Thabit Region ;

Istima' Teaching Method (Listening)

From the results of interviews with Excellent Language teachers , Istima'(listening) is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of the communication conveyed by the teacher through speech or spoken language. Listening and reading are closely related because they are a means of receiving information in communication activities, listening is related to oral communication, while reading is related to written communication. In terms of goals, both contain similarities, namely obtaining information, capturing content or messages, understanding the meaning of communication.

From the results of interviews with the teachers above it is clear that listening is one of the elements of teaching Arabic. So that the purpose of teaching Arabic can be fulfilled properly. In everyday life humans listen more than talk, read, and write.

Likewise for students in class when teaching is done by the teacher. Therefore, this listening method really needs to be improved so that information or speech will be easily understood. Also for students to get the knowledge given by the teacher in the group.

From the results of research conducted by researchers, the objectives of the Istima' teaching method in the Excellent Language of the Zaid bin Tsabit Region are; 1) Students are able to listen, pay attention, and focus on the material heard, 2) are able to follow what is heard and master it according to the purpose of listening, 3) are able to understand what is heard from the teacher's speech quickly and precisely, 4) instill the habit of listening in accordance with very important social and educational values, 5) instilling aspects of beauty when listening, 6) able to know the meaning of vocabulary in accordance with the forms and words heard, 7) able to determine wisdom on the words heard and make decisions accordingly.

The results of interviews with the administrators of the Excellent Language Region Zaid bin Thabit , there are several processes in this method . The steps that can be taken by the teaching teacher in the teaching process of Istima' are as follows; 1) Preparation, the teacher opens the lesson by explaining the importance of Istima' skills and the characteristics of the material to be conveyed to students, as well as limiting the goals to be achieved. 2) Delivering material in a method that fits the purpose, such as reading the text slowly or playing a cassette or CD for students to hear. 3) Provide opportunities for students to understand the subject matter that has been heard. If there are difficult words or terms that are not clear, the teacher explains them. If the text is in the form of a conversation between several people, the teacher writes their names on the blackboard so students can see them when they need them. Or if the text contains thoughts that are related to the previous one or has a background that must be known then the teacher must explain it to students. 4) Students discuss the material that has been heard and end by submitting questions related to the intended purpose. 5) Students are instructed to make a summary or answer questions from the material that has been heard and convey it either orally or in writing in front of the class. 6) Evaluating students' understanding by asking several questions that are in accordance with the goals to be achieved so that they can be used to set the level of progress of students.

Method of Teaching Kalam (Speaking)

Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas and feelings. Speaking is also a tool for communicating ideas that are arranged and developed according to the needs of the listener or listener. From the results of interviews with the administrators of the Zaid bin Thabit Region Excellent Language, the main purpose of speaking is to communicate, in order to be able to convey thoughts effectively, so the speaker should understand the meaning of everything he wants to communicate. He must be able to evaluate the effect of his communication on his listener(s); and he must know the principles underlying all situations of speech, both in general and in private.

Kalam (speaking) is a goal in communicating, namely the achievement of intentions from within to others. The results of interviews with the head of the Excellent Language Region of Zaid bin Thabit , this method is one of the most important in language teaching, because without being able to talk between the teacher and the student, the teacher's goal will not be achieved. Regarding the method of speaking, the main point of this teaching is to train a student's skills in Arabic, whether used through direct conversation from a teacher or fellow students. This aims to make it easier for students to pronounce and pronounce Arabic words or sentences in accordance with Arabic rules.

The results of interviews with Excellent Language administrators, the objectives of the Kalam teaching method include the following: 1) To train students' tongues to become accustomed and fluent in conversing (speaking) in Arabic. 2) Skilled in speaking in Arabic about any events that exist in society and the international world what he knows. 3) Able to translate people's conversations via telephone, TV radio, tape recorder, and others. 4) Fostering a sense of love and enjoyment of Arabic and the

Qur'an so that a desire to explore them arises.

From the results of research and interviews conducted by researchers in the Excellent Language area of the Zaid bin Tsabit Region, there are several steps that must be taken in learning Kalam, namely: 1) Prepare material for conversing (speaking) carefully and determine the topics to be presented. 2) Speaking material should be adapted to the stages of development and abilities of students. Do not give talks that use long words and sentences that students do not understand and understand. 3) Using props (as a tool). Because with visual aids it can explain the child's perception of the meaning and intent contained in the sentence. In addition, it can attract the attention of students and not saturate. 4) The teacher should first explain the meaning of the words contained in the sentence, by writing them on the blackboard. After the student is considered to understand, the teacher instructs the student to try to practice it on in front of the group and other friends listen and pay attention before getting the next turn. 5) At a higher level of Kalam and above, it is the students who have more roles, while the teacher determines the topics to be recited. 6) After the discussion is finished, the teacher then opens a question and answer forum and other matters that need to be discussed regarding the sentence that has just been completed. 7) In the learning process the teacher is required to always use Arabic in speaking, it is impossible for students to be good at speaking Arabic if the teacher never or rarely speaks Arabic. 8) End the teaching meeting by giving encouragement and enthusiasm to students to be more active in learning.

Qiro'ah Teaching Method (Reading)

Reading is the key storehouse of knowledge stored in books that must be explored. Reading determines the results of extracting knowledge. Because it can be said Qiro'ah (Reading) is very necessary in a teaching. Reading is part of teaching Arabic. From the results of interviews with the head of the Excellent Language Region of Zaid bin Thabit, the quality of teaching Arabic is greatly influenced by the quality of teaching Qiro'ah (Reading). Thus the teaching ability of a teacher really needs to be improved and it is necessary to use teaching variations in teaching skills to make it more interesting and in accordance with teaching objectives.

From the results of research and interviews at the Excellent Language of the Zaid bin Thabit Region , the purpose of teaching methods Qiro'ah (reading) in teaching Arabic is: 1) Train students to be skilled at reading Arabic letters and the Qur'an by paying attention to punctuation marks, for example reading dhammah, fathah signs, kasrah signs, syaddah and tanwin signs, and others. 2) Can distinguish the reading between one letter and another and between vague Arabic sentences, so that the pronunciation is fluent, reads fluently and is correct in its use, reads precisely. 3) Can sing and chant Arabic and Al-Qur'an style appropriately and attractively. 4) Train students to be able to read and understand and understand what they read. 5) So that students can read, discuss and research religious books and the works of great Islamic scholars and thinkers (philosophers) whose works are generally written in Arabic.

The results of interviews with Excellent Language teachers in Zaid bin Thabit Region in the delivery of material by reading method has several steps that must be considered by a teacher, namely: 1) apperception and pre test. This means that at the beginning of each lesson, you should start with apperception and pre-test. The pre test is connecting the lesson that has been given with the lesson that will be presented, so that the lesson becomes contextual and relevant to the student's mastery of the lesson given. While apperception is so that the attention of students is focused on the lesson. 2) The teacher orders students to open their books. The teacher holds a brief debriefing with them about the content of the lesson topic, if any. 3) The teacher reads the words in the title of the lesson clearly. If there are none, the teacher chooses words in the reading lesson that are considered difficult and writes them on the blackboard and reads them, then orders some students to repeat them. 4) The teacher reads the whole sentence fragments by paying attention to the characteristics of good reading (fluent). 5) The teacher explains the meaning of the difficult words, which are in the first sentence of the reading, guided by the structure of the sentence itself or the use of the

word in the sentence, then draws the difficult words on the blackboard. After that he asked the students to read it. 6) The teacher reads the first sentence to be an example of good (fluent) reading. Then they were told to read it in part, then some of the students were told to read it fluently. 7) If the teacher feels that the students have read well in the first line and they already understand the meaning of the reading, then he orders the students to open their books and then hold questions and answers with them about the meaning of the words contained in the reading by asking questions that have been set for each each of those parts.

Kitabah Teaching Method (Writing)

Writing is an integrated language skill, which is shown to produce something called writing. Kitabah (writing) is also a language skill that is used to communicate indirectly, not face to face with other people. Writing is also a productive and expressive activity. In this writing activity, the writer must be skilled at utilizing graphology, language structure, and vocabulary. This teaching of writing will not come automatically, but must go through lots and regular practice and practice.

From the results of interviews with the head of the Excellent Language Region Zaid bin Thabit , in principle the main function of communication is not direct. Writing is very important for education because it makes it easier for students to think. Briefly study Writing is thinking naturally/in a certain way. The objectives of writing skills in teaching Arabic language skills in the Excellent Language of the Zaid bin Thabit Region are: 1) So that students can write words and sentences in Arabic proficiently and correctly. 2) So that students are not only skilled in reading Arabic letters, but also skilled in writing them. 3) Train all the five senses of students to be active. Whether it's attention, hearing, sight, or pronunciation trained in Arabic. 4) Cultivate Arabic with beautiful and neat writing. 5) Testing students' knowledge of writing the words they have learned. 6) Make it easy for students to compose in Arabic using their own language style. 7) The speed and choice of words, the subtlety of language feeling in compiling and making sentences from these words. 8) The ability to formulate the right opinions and the right thoughts, and express them in good written form. 9) Develop the ability of proper attention and thinking ability. 10) Freedom of thought and practice strengthens the five senses.

From the results of interviews with Excellent Language teachers, the teaching of this book must be carried out step by step, step by step according to the growth of their (students) thinking, the method of teaching these skills to elementary level students is as follows; 1) The teacher writes short sentences on the blackboard. Throw away the *mubtada'* or *khabar*, or *maf'ul*, or *fa'il* or *isim kana* or *jar majrur* or something else. 2) The teacher chooses words that can be written separately in sentences and writes these words on the blackboard. 3) The teacher asks students to choose words that match the parts of the sentence that were wasted in the first sentence. 4) Order them to pay attention to their notebooks and the teacher controls around among the students to see and give directions to them. 5) The teacher returns to the blackboard and shows them common mistakes. 6) The teacher moves to the second sentence by following the method in the first one above.

Learning Environment

The language environment is one of the main factors that contribute to competency. The Arabic learning environment is believed to play an important role in supporting effective Arabic learning in an educational institution. The Arabic language learning environment is not only a source and motivating factor in learning, but also the pride of the educational institutions themselves in displaying a positive image and excellence in quality. In addition, the language environment plays a key factor in encouraging the success of language learners in mastering language skills (Afifuddin, 2021) . The environment seems inseparable in achieving proficiency in the language because the environment encourages and plays a significant role in the language environment so that it can have a motivating impact on students in achieving competence in the language being studied and practicing it in everyday communication.

Therefore, it can be understood that the objectives of establishing an Arabic

language learning environment in the Excellent Language of the Zaid bin Tsabit Region are: First, familiarize students and administrators to be involved in practicing Arabic actively and contextually in all forms of activities such as daily conversations, learning activities, panel discussions, seminars, religious lectures, expressing wishes in Arabic until they are qualified in all aspects of skills in Arabic at a more acceptable level. Second, inviting participants to the reality of the language theories they have learned in class so that language learning does not always have to be done on theoretical applications only, but more on practicalities. Third, encourage all students to be actively involved and involved in many activities in a pleasant reality.

From the results of interviews with the administrators of the Zaid bin Thabit Region Excellent Language, the formation of a language learning environment is unlikely to go well unless there is cohesion in vision, clear technical guidance, and adequate funding. The attitude of positive thinking and appreciation from stakeholders regarding policies for the promotion and strengthening of the Arabic language, and sufficient funds is something that needs full attention. The stakeholders in question are: First, related parties are regional heads, religious teachers and quality control parties in teaching Arabic and competency targets. Second, experts in the field of Arabic who master the four skills of Arabic. Third, adequate financial support.

From the results of research and interviews conducted by researchers, the policy of regional heads in promoting as well as requiring Arabic as a skill that must be mastered by students has an important role in maintaining an Arabic-speaking environment. The role held by the leadership of Excellent Language for the Zaid bin Thabit Region is to maintain a positive attitude and commitment to developing the Arabic language.

Excellent Language Region Zaid bin Thabit has endeavored and supported the creation of an Arabic learning environment. This effort began with recruiting qualified teachers in learning Arabic. This effort was made to promote and at the same time change the negative image about learning Arabic which is difficult to be easy. This is done by: (1). Provide students with an objective explanation, the reality and role of Arabic as the language of Islam, the language of science, and the language of official communication of the United Nations, and Arabic contributes around 13% of the total Indonesian vocabulary. (2). Provide an explanation of the benefits of competence and skills of the Arabic language for personal, community and professional life, as well as global demands. This explanation can have a psychological effect if translated into convincing facts and quantitative data, (3). Demonstrate an interesting, motivating, and beneficial learning model for students.

From the results of interviews with the head of the Excellent Language Region of Zaid bin Tsabit , in learning this language, students are required to attend four days a week during the first two semesters so that Arabic language skills are honed, such as listening, speaking, telling stories, giving speeches, debating, playing language games Arab. On other occasions, students are given experience by watching short cartoon videos or Arabic films, participating in Arabic competition events, studying a certain book with Arabic as the language of instruction, talk shows and podcasts in Arabic.

Furthermore, organizing periodic competitions that are based on the development of the use of Arabic in the dormitory and the persistence of administrators and students to always communicate intensely is one of the ways to develop an Arabic language learning environment in the Excellent Language of the Zaid bin Thabit Region. In this reality, it can be termed a psychological environment that presents a positive image in Arabic.

From the results of research and interviews with the head of the Excellent Language area for the Zaid bin Thabit region , this is what is termed a visual environment that can be witnessed. The regional head also added about the visual environment like manufacture (a). Posters, such as pictures of humans, animals, the natural environment, maps of scientific development in Arabic, nahwu diagrams, shorofs, balaghah, sketches of Islamic history and civilization, networks of Arab scholars, and/or newspapers, bulletins, and Arabic magazines all over the place. (b)

Announcements. All types of announcements, both academic and non-academic, are informed in Arabic with Indonesian or English translations underneath. The announcement can be electronic or manual. This allows students to keep up to date with the announcement by presenting new vocabulary in Arabic, (c). Information boards. Information boards provide all information that is academic or non-academic, such as announcements and so on. The information board in Arabic mufradat can influence the nuances of Arabic in the dormitory which pays attention to the teaching and learning process (d). Banners and flyers written in Arabic. When there are several monthly and weekly activities held by students, banners are placed in Arabic. Banners written in Arabic, will add a new vocabulary in the Arabic grammar (e). Wall magazine . These are usually prepared to encourage students' creativity in literacy. If it is mandatory for students to write in Arabic, it can encourage them to happily write in Arabic or simply read a friend's publications written in Arabic. (f) The slogan of the mural or mahfuzhat formation.

This kind of environment also supports as mentioned above. When pamphlets or mahfuzhat are posted on several strategic walls, students can be directly exposed to Arabic material directly every day. In addition, they can even understand mahfuzhat without wasting time just memorizing it because they catch and recite it every day.

Learning Evaluation

The purpose of evaluating Arabic learning is to find out the effectiveness and efficiency of the Arabic learning system in terms of objectives, materials, methods, media, learning resources, environment and assessment systems. Meanwhile, the purpose of assessing Arabic learning outcomes is to determine students' understanding of the material that has been taught, to know skills, motivation, talents, interests and attitudes of students towards Arabic learning programs, to determine the level of progress and suitability of students' Arabic learning outcomes with competency standards or core competencies in the K 13 curriculum and basic competencies that have been determined, look for weaknesses and strengths of students in learning activities in class, determine grade increases and place students according to the potential they already have (Ni'mah & Nafisah, 2020) .

Management of the evaluation of learning Arabic in the Excellent Language area of the Zaid bin Thabit Region includes planning, organizing and implementing. In general, the explanation is as follows:

Planning

The evaluation plan must be formulated clearly and specifically so that the plan becomes a guideline and reference in determining the next steps. Through planning, evaluation, institutions can identify the behavioral goals to be achieved, can prepare the necessary collection of information and can use the time as specified in the current general guidelines. With the existence of program planning it is expected to be able to manage existing resources optimally, as well as evaluation. current learning, especially in the Excellent Language of the Zaid bin Thabit Region which requires planning so that existing deficiencies can be properly addressed immediately.

The regional head has a very important role in determining the success of the Arabic learning program in the Excellent Language of the Zaid bin Thabit Region , including evaluation. learning. The responsibility of the regional head is related to evaluation. learning includes compiling a learning calendar every year as a reference for activities in the Excellent Language of the Zaid bin Tsabit Region so that evaluation is carried out learning that is done must show what already exists. Academic calendar, aims to organize and plan academic activities properly.

Learning evaluation planning is one of the most important things in learning evaluation management, so it can be said that the success or failure of the implementation of learning evaluation depends on what is planned. Learning assessment planning is one of the most important things in learning assessment management, so it can be said that the success or failure of the implementation of learning assessment depends on the events planned. In learning, first of all, students and teachers make a joint agreement on how the assessment process will go during the

learning process, whether at the beginning or end of the learning process. Evaluation of learning carried out with written and oral exams is all planned in the form of a committee, all administrators are asked to send questions to be tested according to the day and time that has been determined by the plan.

From the results of interviews with regional heads, the steps in planning an evaluation of Arabic learning are to hold a meeting to discuss learning evaluation that will be carried out in the Excellent Language of the Zaid bin Tsabit Region. Discussions at the meeting include: 1) determining the time for evaluation activities, 2) determining the purpose of the evaluation, 3) appointing a committee that makes, questions, collects questions to be tested, 4) determines the assessment to be carried out in the evaluation, and 5) calculates the budget to be used in the learning evaluation process.

Organizing

In organizing the evaluation of learning Arabic, all the elements involved work optimally so that the learning evaluation program can be carried out properly. In accordance with the interview with the head of the region, one form of organization in the evaluation of Arabic learning in the Excellent Language of the Zaid bin Tsabit Region is the formation of a committee in evaluating Arabic learning, with this committee the task management is more structured, they work according to their respective jobs. respectively. The evaluation of learning in the Excellent Language of the Zaid bin Thabit Region is well organized involving all parties so that the evaluation program for learning Arabic runs smoothly and runs well every year. After the learning evaluation planning is done, then it is done processing of learning evaluation carried out in the dormitory, then determining the time, determined by the learning curriculum section that has been compiled in the learning calendar.

Implementation

The results of interviews with the administrators of the Excellent Language Region of Zaid bin Tsabit, the implementation of Arabic learning evaluation activities carried out by the management to achieve the designs that have been prepared, both in the syllabus and lesson plans, aims to improve quality, thus the implementation of Arabic learning assessment activities applies stylistic steps / strategy of each manager. However, there are general procedures that have so far been carried out in the integrated Excellent Language of the Zaid bin Thabit Region . The form of evaluation is carried out by each administrator through assignments and also answering lecturer questions when teaching, but the most decisive form of evaluation is carried out in the form of midterm and end-of-semester exams where students who are eligible to level up will be raised and those who are unable to do so must repeat.

Forms of implementation of the evaluation of learning Arabic for midterm and final semester exams, after good planning, the implementation is then managed by a management committee. The committee then formulates questions, collects questions and conducts exams. The evaluation is the same as the periodic evaluation every semester. This means that each administrator carries out an evaluation.

From the results of interviews with regional heads, the process for carrying out the Mid-Semester Exams and Final Semester Exams in the Excellent Language of the Zaid bin Tsabit Region is as follows; 1) The administrator is given the task of the curriculum section to make uniform questions for the men's group. 2) Managers acting as examiners or supervisors are administrators who are decreed by the committee. 3) Students must be at the place of implementation of the test 10 minutes before the exam takes place or starts. 4) Students must wear the uniform of their respective institutions. 5) Students who are taking exams are prohibited from bringing notebooks and bags into the room. 6) Supervisors oversee the exam process, and may not leave the room until the exam time is over. 7) Students who do not take the exam due to absences such as illness, must report to the administrator and exam committee, by showing a sick certificate from the clinic. And will be given a follow-up exam. 8) The results of the exam assessment are submitted to the curriculum section to be announced to all students.

The management in providing assessments in the Excellent Language of the Zaid bin Thabit Region , especially in Learning Assessment (UTS and UAS) refers to the

standards set out in the Dormitory Academic Guidelines. Assessment is a process and activity to find out the achievement of students' skills during and after participating in the Arabic learning process.

CONCLUSION

Based on the results of research and discussion of research on Service Quality Control in Arabic Language Development in the Excellent Language of the Zaid bin Tsabit Region , the researcher can conclude that service quality control in the development of Arabic learning is related to quality control of services provided in the process of learning Arabic. Some of the things that are implemented in the development of learning Arabic in the Excellent Language of the Zaid bin Thabit Region include: 1) Quality of teachers: It is important to ensure that the teachers provided have adequate qualifications and experience in teaching Arabic. This will affect the quality of learning and student learning outcomes. 2) Learning materials: Arabic learning materials that are relevant, according to the level of students, and are continuously updated according to developments in the Arabic language. 3) Teaching methods: Effective and innovative teaching methods are applied to ensure students can understand and master Arabic well. 4) Learning environment: A learning environment that is conducive, comfortable, and motivates students to learn. Adequate facilities such as textbooks, audio-visual equipment, and clean and orderly classrooms are needed. 5) Evaluation of learning: Periodic evaluation is carried out to assess student progress and determine areas that need improvement.

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